

Hanford Elementary BTSA Program

**Site Administrator Survey Report
2017-2018**

prepared for the

Hanford Elementary School District

by the



Sinclair Research Group

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1.1 INTRODUCTION

A vital goal of program evaluation is to use results to more accurately assess the strengths and needs of program participants by comparing responses from various role groups. Therefore, this Induction programs made it part of its program evaluation system to collect data from site administrators who current had teacher candidates in their schools during the 2017-2018 academic year. They did this via an online survey with questions aligned to *Common Standards (CS)*, the *Program Standards (PS)*, the *Professional Standards for Educational Leaders* (the National Policy Board for Educational Administration) (PSEL), and the *ASCD Core Induction Tasks for Principals (ASCD)*. The questions were chosen from the standards that were relevant to the knowledge, abilities, roles, tasks and experiences of site administrators.

These questions and their alignments were:

	Quantitative Questions	Alignment
1	The induction of new teachers is a district priority and has strong district support.	CS 1.4 & 1.5
2	I have a clear understanding of the processes and structures of this Teacher Induction Program and how the CTC uses it as a way for new teachers to earn their Clear Credential.	CS 1.2
3	My experiences with the new teachers in my school have led me to believe that they have been well prepared for their profession by their schools of education.	CS 4.3
4	My experiences with the mentors supporting new teachers in my school have led me to believe that they are well prepared for their role and are doing a high-quality job of supporting and assessing new teachers.	
5	...distributing challenging students among various classrooms.	ASCD 1.5
6	...protecting new teacher time by limiting extra duties and responsibilities.	ASCD 1.6
7	...providing new teachers with needed resources and supplies.	ASCD 2.4
8	...placing new teachers in classrooms that optimize their chances for success.	ASCD 1.4
9	...providing new teachers with resources necessary to accomplish their Individual Learning Plans (ILPs)	PS 3.9, ASCD 2.4
10	...ensuring that new teachers and mentors have dedicated time for observation of colleagues, professional development, and personal interaction around teacher practice.	PS 3.7
11	...clearly articulating expectations for new teachers.	ASCD 3.1, PSEL 7c
12	...visiting new teacher classroom, providing feedback and helping them set goals.	ASCD 5.5, PSEL 6e & 10d
13	...measuring performance expectations with evidence of new teacher competency and using results to guide my support efforts.	CS 2.4
14	...engaging new teachers in the continuous improvement process	PSEL 10d

	based on evidence-based inquiry.	
15	...aligning the strengths and areas for growth identified in the evaluations of my new teachers with results from their new teacher mentors.	CS 4.3
16	...maintaining regular personal communication with my new teachers.	ASCD 4.1, PSEL 7c
17	...facilitating new teacher participation in professional development opportunities.	ASCD 2.4 & 5.1, PSEL 7f, PS 3.9
18	...facilitating new teacher observation of exemplary experienced teachers.	ASCD 5.7
19	...using the CSTP to structure professional development opportunities at my school.	ASCD 7.4
20	...assisting new teachers in my school to engage with and integrate into the larger professional community of teachers.	PS 3.9, PSEL 7
21	...supporting and developing new teachers into effective and caring faculty.	PSEL 6a
22	...tending to my own learning and effectiveness through reflection, study and improvement.	PSEL 6i
	Qualitative Questions	
23	In what areas do you believe your new teachers would benefit from additional support or professional development?	
24	In which areas could this Induction Program give you additional assistance as you support new teachers?	
25	Please add any comment you wish to make.	

Table 1

These site administrators were given a series of statements and asked to rate each statement on a Likert Scale (4=strongly agree, 3=moderately agree, 2=slightly agree, 1=do not agree). There was also a “do not know” option. There were 10 site administrators that responded to this survey. All but one of them currently had teacher candidates in their buildings.

In line with common statistical practice, Sinclair Research Group has analyzed the rating data as quasi-interval, and has calculated consistency statistics, and mean scores and standard deviations shown in figures. Mean, median and mode are also shown. In the Conclusions ratings are shown in a table and color coded to show where they are significantly higher or lower. At the end of the academic year, the district will be sent results from the combined group of responses (all programs that used this survey) so that results from this district can be compared if they so choose.

1.2 SURVEY CONSISTENCY

In Figure 1, the scores for each question within the survey have been compared with the total scores from each respondent to the survey by calculating the item-total correlation coefficient. Lower values indicate more consistent answers across the survey instruments.

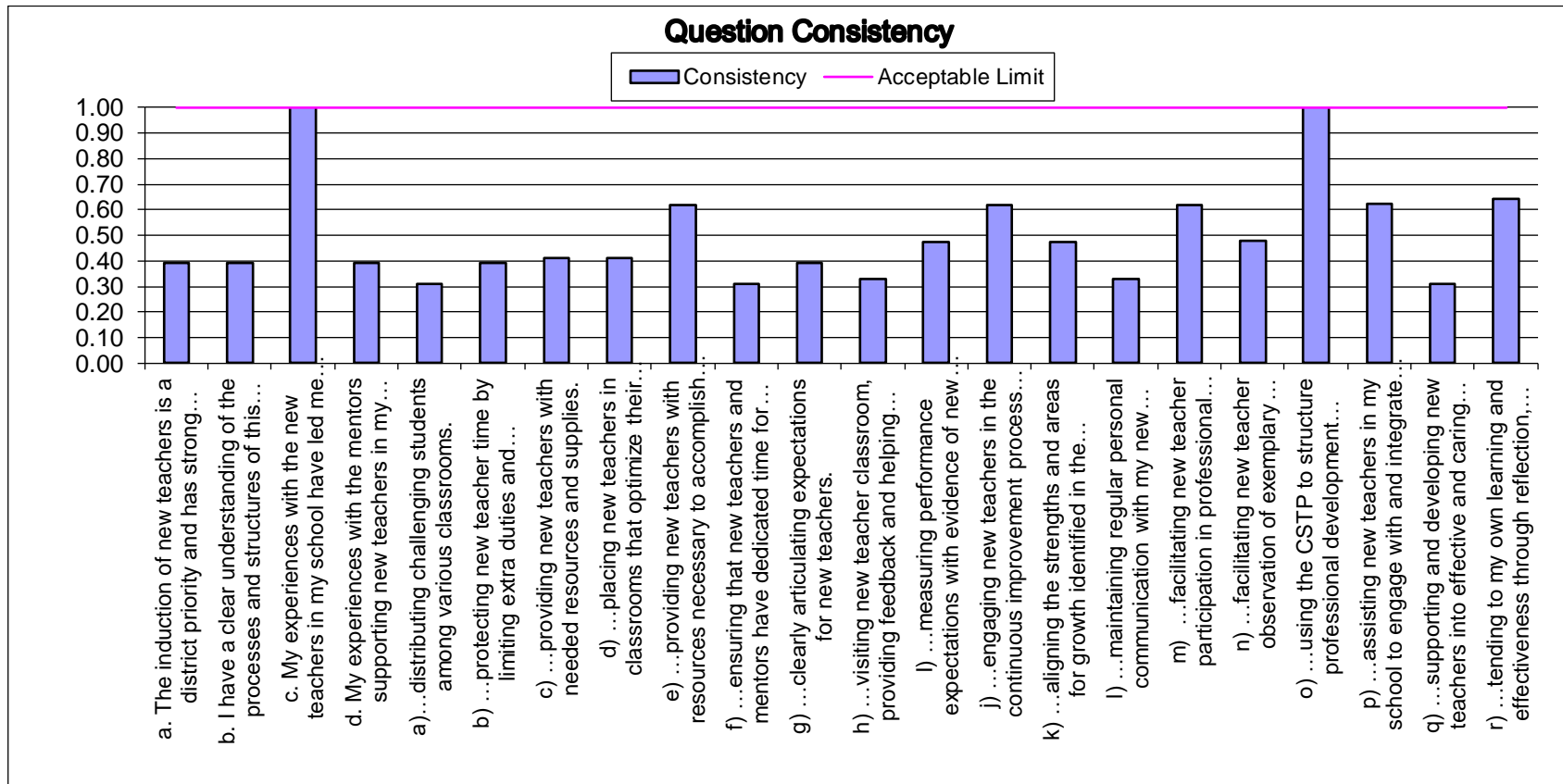


Figure 1

All questions were within the acceptable limit of consistency (1.0) indicating that respondents are being acceptably consistent in their answers. This means that the survey itself can be considered internally consistent.

1.3 MEANS AND STANDARD DEVIATIONS

Figure 2 plots the mean response (in blue) and the variation of the responses as a standard deviation (in pink) for each question in the survey. Standard deviations are within the normal range (below 1.0) mean site administrators general agree on responses.

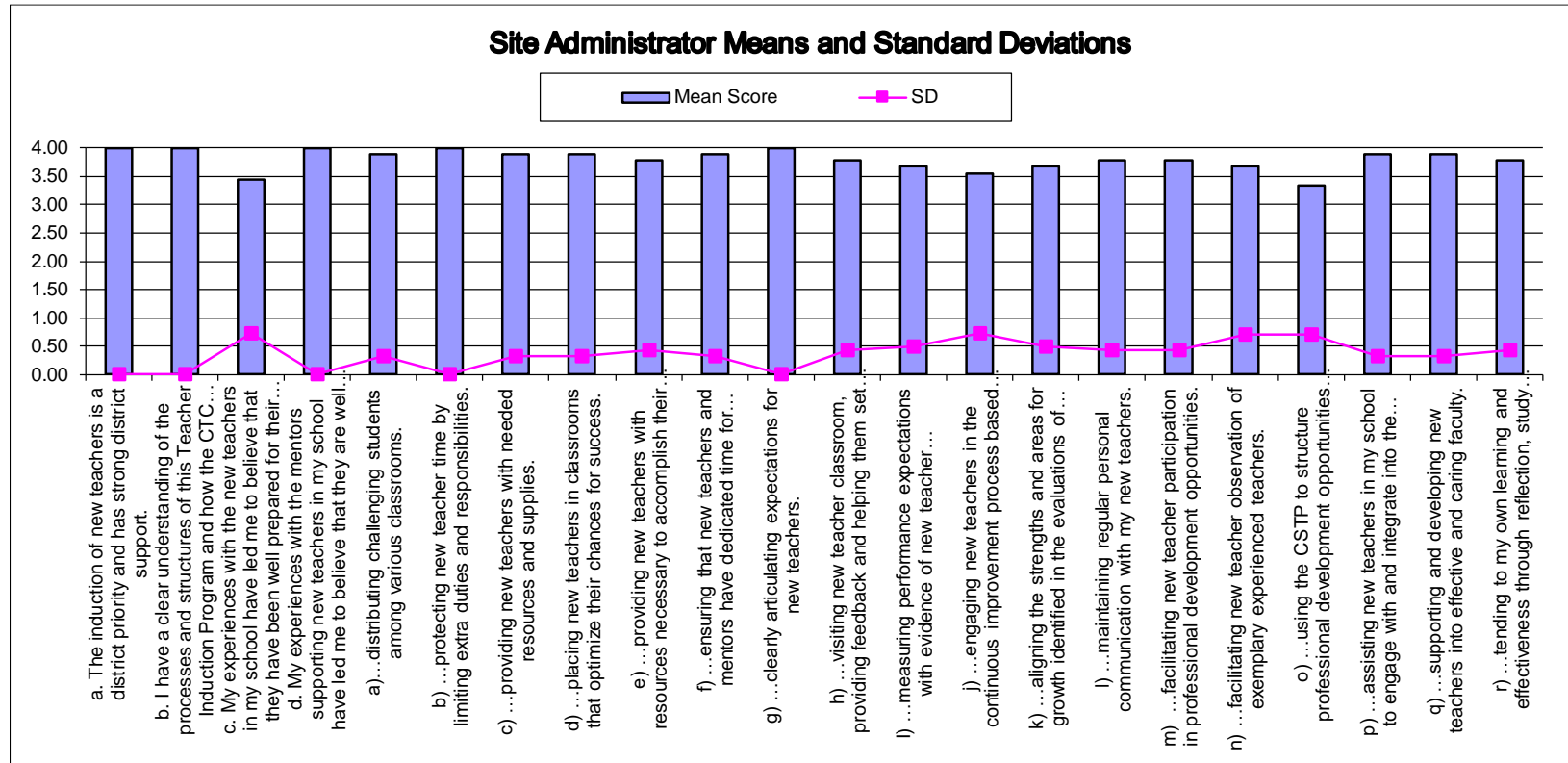


Figure 2

The level of agreement among respondents) were generally within the normal range. All questions, except two, were rated above 3.5 out of 4.

1.4 GLOBAL STATISTICS

In Figure 3 below, global statistics are shown for the survey questions (median, mode, mean, variance, and standard deviation). These measures summarize the descriptive measure and give the big picture of the responses.

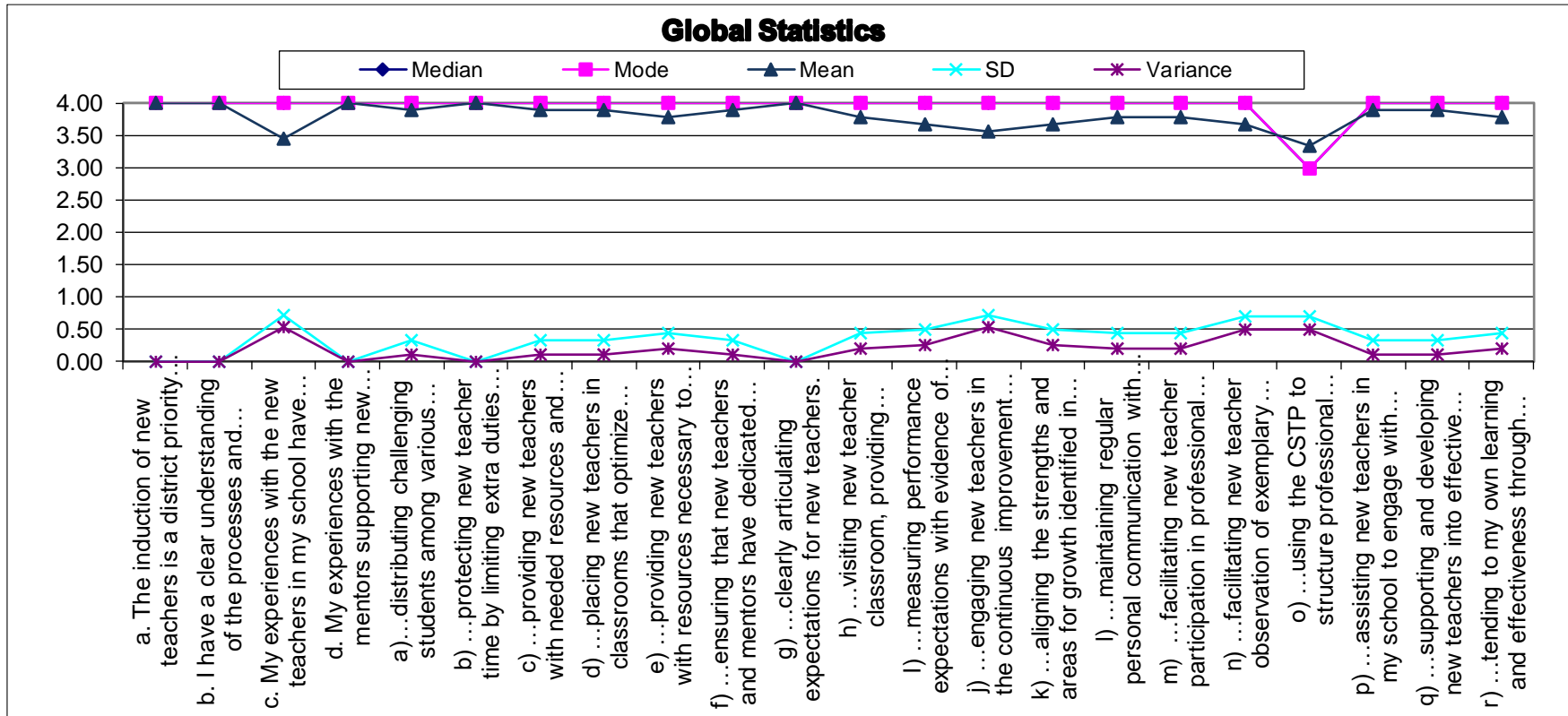


Figure 3

The median indicates where 50% of the responses are above or below that point. The mode indicates the most frequently chosen response. The mean indicates the “average” response. The standard deviation is simply the average distance from the mean. The variance is the square of the average distance from the mean. These last two indicates the similarity of the responses (lower standard deviation and variance indicates more agreement among responses).

1.5 COMMENTS

Site Administrators in this program were asked two qualitative questions and then given an opportunity to add comments. Those questions and the responses are shown in the three sections below.

1.5.1 In what areas do you believe your new teachers would benefit from additional support or professional development?

- A better understanding of classroom management techniques.
- New teachers would benefit from further support or professional development in regards to understanding and implementing rigorous instruction that increases student discourse and analytical thinking.
- I believe teachers viewing other teachers (same subject matter) would be a definite plus.
- Continued collaboration with a team to work through the formative assessment process, analyze student work, and plan next steps for instruction. Continued preparation for classroom management.
- New teachers need additional support in integrating core curriculum with best instructional practices to deliver instruction based on student's needs rather than the just the core curriculum.
- PD around Common Core
- Curriculum support and coaching in the areas of small group reading, writing, and math workshop. Assessment knowledge is also a need.

1.5.2 In which areas could this Induction Program give you additional assistance as you support new teachers?

- Our induction program could assist new teachers with increased professional development in understanding the report card process/standards, and always Classroom management.
- I have worked closely with our Induction Program leaders to ensure that new teachers are given the assistance needed to grow professionally. Very beneficial at the outset of new teachers' careers to have this in place.
- Continue to work with the school site admin to focus on individual candidate needs, school site focus, etc.
- Continue with classroom management and organization (grading, lesson planning, etc).

1.5.3 Please add any comment you wish to make.

- I greatly appreciate all the hard work and dedication that HESD's induction program gives to providing our new teachers with additional guidance and support!
- The coaches for induction program provide lots of support to new teachers- modeling lessons, planning, discussing instructional strategies, etc.

- I appreciate all the induction program does for us. We are lucky to have all of their support! They go above and beyond!

1.6 CONCLUSIONS

The following table gives the mean rating for site administrator responses for this program. The figures are color coded with green highlighting where this program might show strengths (at 3.75 or above) and red highlighting where this program might have areas for growth (below 3.0).

	QUESTIONS	Alignment	MEAN	SD
1	The induction of new teachers is a district priority and has strong district support.	CS 1.4 & 1.5	4.00	0.00
2	I have a clear understanding of the processes and structures of this Teacher Induction Program and how the CTC uses it as a way for new teachers to earn their Clear Credential.	CS 1.2	4.00	0.00
3	My experiences with the new teachers in my school have led me to believe that they have been well prepared for their profession by their schools of education.	CS 4.3	3.44	0.73
4	My experiences with the mentors supporting new teachers in my school have led me to believe that they are well prepared for their role and are doing a high-quality job of supporting and assessing new teachers.		4.00	0.00
5	...distributing challenging students among various classrooms.	ASCD 1.5	3.89	0.33
6	...protecting new teacher time by limiting extra duties and responsibilities.	ASCD 1.6	4.00	0.00
7	...providing new teachers with needed resources and supplies.	ASCD 2.4	3.89	0.33
8	...placing new teachers in classrooms that optimize their chances for success.	ASCD 1.4	3.89	0.33
9	...providing new teachers with resources necessary to accomplish their Individual Learning Plans (ILPs)	PS 3.9, ASCD 2.4	3.78	0.44
10	...ensuring that new teachers and mentors have dedicated time for observation of colleagues, professional development, and personal interaction around teacher practice.	PS 3.7	3.89	0.33
11	...clearly articulating expectations for new teachers.	ASCD 3.1, PSEL 7c	4.00	0.00

12	...visiting new teacher classroom, providing feedback and helping them set goals.	ASCD 5.5, PSEL 6e & 10d	3.78	0.44
13	...measuring performance expectations with evidence of new teacher competency and using results to guide my support efforts.	CS 2.4	3.67	0.50
14	...engaging new teachers in the continuous improvement process based on evidence-based inquiry.	PSEL 10d	3.56	0.73
15	...aligning the strengths and areas for growth identified in the evaluations of my new teachers with results from their new teacher mentors.	CS 4.3	3.67	0.50
16	...maintaining regular personal communication with my new teachers.	ASCD 4.1, PSEL 7c	3.78	0.44
17	...facilitating new teacher participation in professional development opportunities.	ASCD 2.4 & 5.1, PSEL 7f, PS 3.9	3.78	0.44
18	...facilitating new teacher observation of exemplary experienced teachers.	ASCD 5.7	3.67	0.71
19	...using the CSTP to structure professional development opportunities at my school.	ASCD 7.4	3.33	0.71
20	...assisting new teachers in my school to engage with and integrate into the larger professional community of teachers.	PS 3.9, PSEL 7	3.89	0.33
21	...supporting and developing new teachers into effective and caring faculty.	PSEL 6a	3.89	0.33
22	...tending to my own learning and effectiveness through reflection, study and improvement.	PSEL 6i	3.78	0.44

Table 2

The results of this survey show how the various standards (*Common Standards*, the *Program Standards*, the *Professional Standards for Educational Leaders*, and the *ASCD Core Induction Tasks for Principals*) might inform the knowledge, abilities and experiences of site administrators. By identifying areas in which program development may be particularly fruitful, program leaders can tailor evidence-based development plans for maximum effectiveness within their induction programs.